

## Educational Project: William Latter School Annual Report – November 2020

Our Educational Project has emerged from the collective reflection of our school staff and through consultation with our school community. It stems from our specific context, reality and needs, this in the best interest of our students and their ongoing success. It outlines the challenges, orientations and objectives that we, as a school, have prioritized for the next years. It also provides the indicators that will allow us to concretely observe our progress towards the attainment of our targets within the set objectives. In 2019-2020, efforts were invested into fine-tuning this Educational Project and its selected data sources to track progress effectively. We also worked on developing and implementing the related Action Plan, detailing the chosen strategies and tools through which we intended to address the chosen priorities, measure progress and achieve our objectives.

As stated in our mid-year report in December 2019, the 2019-2020 school year was the first year of implementation of this Educational Project. In March 2020, however, our efforts were suddenly halted due to the worldwide pandemic with which we are still dealing. This health crisis interrupted our actions and interventions as well as our data collection. Despite significant efforts from our school team, the ongoing covid-19 reality has impacted teaching and learning. At the end of last year, it led to altered evaluation and reporting, thereby compromising our access to required student learning data such as end-of-year marks. As a consequence, we cannot fully report on our progress towards attaining set targets. Through this annual report, we therefore reflect on the 2019-2020 school year within these limitations. We provide a brief update on the **actions** completed for each of the objectives identified by our school team. We also outline the **means** we used to **track** both the efficiency of our actions and student progress in the targeted areas.

### Educational Project Overview

CHALLENGES	ORIENTATIONS	OBJECTIVES
Physical and psychological well-being of students	➤ Students feeling safe at school	<ul style="list-style-type: none"> <li>➤ Increase the number of students feeling safe at school</li> <li>➤ Promote a positive learning environment</li> <li>➤ Decrease the number of students experiencing school related anxiety</li> </ul>
	➤ Student success in writing both languages	➤ Reduce the gender gap in writing in French and English

## Educational Project: William Latter School Annual Report – November 2020

<b>OBJECTIVE</b>	<b>Increase the number of students feeling safe at school</b>			
<b>INDICATOR</b>	Our School Survey results (Cycle 3)/adapted school survey (cycles 1 & 2)			
<b>TARGET</b>	Increase by 10% by 2024			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Increase numbers of connections</li> <li>➤ Have foster classes</li> <li>➤ Classroom calming spaces and activities</li> <li>➤ Bringing in outside organizations to support kids</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # ECOLE INSPIRANTE</b>			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<p>Using the Our School survey, which is done in the spring, the school uses 2 of the answers provided from the survey. The first results are taken from the 2018-2019 school year, but the survey was not done in the spring.</p> <ul style="list-style-type: none"> <li>• 43% of students felt safe attending the school; the Canadian norm for these grades is 64%.</li> <li>• 46% of the girls and 39% of the boys felt safe attending the school. The Canadian norm for girls is 65% and for boys is 63%.</li> </ul>			
<b>RESULTS</b>				
<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>43%</b>	<b>N\A</b>			
<b>REFLECTION ON ACTION AND RESULTS</b>				
<p>IT HAS BEEN CHALLENGING MEASURING HOW THE CHANGES AND ADDITIONS THAT WE HAVE MADE HAVE IMPACTED THE CHILDREN. MUCH OF THE START OF 2019-2020 WAS SPENT PUTTING THE PLANS IN PLACE WITH THE INTENT OF GETTING EVERYTHING GOING IN THE SPRING. UNFORTUNATELY WITH COVID MUCH OF WHAT WAS PLANNED HAS BEEN PUT ON HOLD AS WE WERE UNABLE TO DO THEM.</p>				

## Educational Project: William Latter School Annual Report – November 2020

<b>OBJECTIVE</b>	<b>Promote a positive learning environment</b>			
<b>INDICATOR</b>	Our School Survey results (cycle 3)/adapted School survey (cycle 1 & 2)			
<b>TARGET</b>	Increase by 10% by 2024			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Increase numbers of connections</li> <li>➤ Have foster classes</li> <li>➤ Activities in hallways to help bring down energy or bring energy up depending on children's needs</li> <li>➤ Classroom calming spaces and activities</li> <li>➤ Bringing in outside organizations to support kids</li> <li>➤ Intramural sports</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # ECOLE INSPIRANTE</b>			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<p>Using the Our School survey, which is done in the spring, the school uses 2 of the answers provided from the survey. The first results are taken from the 2018-2019 school year, but the survey was not done in the spring of 2020. The results below are from the spring of 2019.</p> <ul style="list-style-type: none"> <li>• In this school, students rated disciplinary climate of the classroom 5.7 out of 10; the Canadian norm for these grades is 6.7.</li> <li>• In this school, disciplinary climate of the classroom was rated 5.9 out of 10 by girls and 5.6 out of 10 by boys. The Canadian norm for girls is 6.7 and for boys is 6.7.</li> </ul>			
<b>RESULTS</b>				
<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>5.7</b>	<b>N/A</b>			
<b>REFLECTION ON ACTION AND RESULTS</b>				
<p>IT HAS BEEN CHALLENGING MEASURING HOW THE CHANGES AND ADDITIONS THAT WE HAVE MADE HAVE IMPACTED THE CHILDREN. MUCH OF THE START OF 2019-2020 WAS SPENT PUTTING THE PLANS IN PLACE WITH THE INTENT OF GETTING EVERYTHING GOING IN THE SPRING. UNFORTUNATELY WITH COVID MUCH OF WHAT WAS PLANNED HAS BEEN PUT ON HOLD AS WE WERE UNABLE TO DO THEM.</p>				

## Educational Project: William Latter School Annual Report – November 2020

<b>OBJECTIVE</b>	Decrease the number of students experiencing school related anxiety			
<b>INDICATOR</b>	Percentage of students showing signs of anxiety at school			
<b>TARGET</b>	Decrease by 5% by 2024			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Increase numbers of connections</li> <li>➤ Have foster classes</li> <li>➤ Classroom calming spaces and activities</li> <li>➤ Bringing in outside organizations to support kids</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MEASURE # ECOLE INSPIRANTE			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<p>Using the Our School survey, which is done in the spring, the school uses 2 of the answers provided from the survey. The first results are taken from the 2018-2019 school year, but the survey was not done in the spring of 2020. The results below are from the spring of 2019.</p> <ul style="list-style-type: none"> <li>• 19% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.</li> <li>• 33% of the girls and 9% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 27% and for boys is 18%.</li> </ul>			
<b>RESULTS</b>				
<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
19%	N/A			
<b>REFLECTION ON ACTION AND RESULTS</b>				
<p>IT HAS BEEN CHALLENGING MEASURING HOW THE CHANGES AND ADDITIONS THAT WE HAVE MADE HAVE IMPACTED THE CHILDREN. MUCH OF THE START OF 2019-2020 WAS SPENT PUTTING THE PLANS IN PLACE WITH THE INTENT OF GETTING EVERYTHING GOING IN THE SPRING. UNFORTUNATELY WITH COVID MUCH OF WHAT WAS PLANNED HAS BEEN PUT ON HOLD AS WE WERE UNABLE TO DO THEM.</p>				

## Educational Project: William Latter School Annual Report – November 2020

<b>OBJECTIVE</b>	<b>Reduce the gender gap in writing in French and English</b>			
<b>INDICATOR</b>	End of cycle results			
<b>TARGET</b>	Decrease by 5% by 2024			
<b>ACTIONS UNDERTAKEN</b>	Purchased Writer's Workshop Planned to have whole school take part Planned to have teachers use common PED time to meet, plan, be trained on it.			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # ECOLE INSPIRANTE</b>			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ For the 2019-2020 school year, the writing samples were not collected as planned. As a result we did not have data for writing. What I have done for this year is put in the average Language Arts (French and English) 3<sup>rd</sup> competency (writing) for the year. The data for the 2018-2019 is the gender difference for the combined averages of French and English Language Arts.</li> <li>➤ For girls the average was 77.3%</li> <li>➤ For boys the average was 75%</li> </ul>			
<b>RESULTS</b>				
<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>2.3%</b>	<b>N/A</b>			
<b>REFLECTION ON ACTION AND RESULTS</b>				
UNFORTUNATELY DUE TO COVID WE ARE MISSING OUR 2 <sup>ND</sup> YEAR OF DATA AND THE OPPORTUNITY FOR TRAINING WAS MISSED AS WELL. WE ARE WORKING ON GETTING THE TRAINING FOR THE WORKSHOP AND WILL STRIVE TO GET OUR WRITING DATA FOR THE 2020-2021 YEAR.				